

## **APPENDIX H**

### **BUDGET, ORDERING AND MANAGING EQUIPMENT**

#### **Budget Process:**

1. Determine annual budget. (It may be best to pool allocated money as a group of specialists when buying equipment.)
  - Clarify processes and procedures for equipment acquisition and other expenditures.
  - Utilize a budget worksheet and discuss with supervisor at the beginning of the year.
  - Determine other sources of funding; Low Incidence, discretionary funds, other district or LEA sources.
2. Understand process and procedures for utilizing other funding sources.
  - Determine needs and means for inservice and or professional development. (This may come out of teacher budget or may be absorbed by other funds including the SELPA.)
  - Include technology needs and concerns.
  - Include provision for repair and replacement of equipment.
3. Maintain a copy of all budget expenditures and identify funding source. (If your supervisor is purchasing the equipment out of his/her discretionary funds, you want to be able to demonstrate that it should not have come out of your budget.)
  - Maintain an ongoing budget worksheet.
  - Check with site administrator regarding availability of equipment and materials.
  - Meet with other Adapted Physical Education Specialists to discuss group purchases, specific needs, and how to minimize unnecessary expenditures.

#### **Ordering Equipment:**

1. Understand purchase and ordering procedures within LEA's guidelines.
2. Develop a priority list. Be specific; including catalog(s), page numbers, photos where possible, and any other descriptive information.

#### **Managing of Equipment:**

1. Maintain an up to date equipment list.
  - List equipment resources, district or other available agency.
2. All programs (new or established) should have the necessary equipment to begin a basic Adapted Physical Education assignment, and a means to provide additional equipment as needed.
3. Develop check out system for assuring awareness of equipment and accountability.
4. Clarify repair and replacement procedures.
5. Locate a storage facility at each site or one central location within the LEA.
6. Provide a means for transporting equipment.

- From central storage area to individual school sites.
- From vehicle to teaching site.

### **Essential Equipment for Adapted Physical Education Program:**

- Appropriate Assessment Tools.
- Assorted balls including playground, basketball, etc.
- Assorted fine motor.
- Balance Beam.
- Balance boards.
- Balloons.
- Basketball Hoop, adjusted for success.
- Batting-T.
- Bean bags.
- Board games.
- Bowling Pins.
- Bubbles.
- CD/Tape Player.
- Clip Board.
- Colored chalk.
- Cones of assorted sizes.
- Frisbees.
- Gymnastics Ribbons/streamers.
- Hula Hoops of all colors and sizes.
- Jump ropes.
- Ladder (wooden gymnastic type).
- Lummi Sticks.
- Masking Tape/floor tape.
- Mats large and small.
- Mesh transport bag and/or wheeled carry all.
- Milk Cartons, stuffed with paper and duck taped.
- Milk Cartons/plastic (used to kick or to level the playing field, such as used as a puck in hockey, even the best athlete is challenged).
- Parachute, various sizes and colors.
- Peacock feathers.
- Plastic scoops
- Poly Spots™.
- Scarves.
- Scooter Boards.
- Selection of appropriate tapes (music, dances, popular teenage music).
- Soft non-threatening assorted balls and manipulatives.
- Stopwatch.
- Stretch ropes.
- Tape recorder and tapes.
- Target games, for throwing accuracy.
- Therapy balls.
- Tug-o-War Rope.